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PRESENT AND POST-WAR LIBRARY DEVELOPMENTS

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It is perhaps an idle pastime to speculate upon even an approximate date for the end of the war; nevertheless one thing seems fairly certain—I am judging from what happened to the Germans in France after their West Wall had fallen—that the end of the war in Europe will come upon us suddenly and perhaps unexpectedly.

We, as librarians, must take heed of this possibility and prepare ourselves for it.

For the past four years we have talked about post-war planning. Some of us have visualized roseate schemes for making library service available to everybody.

This fragment of Utopia—a library perfect for the librarian and his assistants—may be regarded as the keystone of our future library structure, but in erecting this structure let us not forget that before we get to the keystone we have to provide a foundation, walls, pillars, and other necessary features. We should also know what type of structure it is that we want to erect, and how it should function when completed.

Social reformers find that while a war is being waged the public is willing to call into question every sort of tradition, no matter how firmly entrenched, and they find that they can make more headway in getting new ideas adopted during times of stress, such as we are passing through at present, than during times of peace.

The older librarian was regarded as an innocuous book-worm, but modern librarians claim to be interested in the social aspects of their work, and they find that they too can make headway in time of war. Modern librarians—in the English-speaking world at any rate—have taken advantage of present conditions to reconsider the place of the library as a social force.

In England the Library Association recently asked Mr. McColvin to make a survey of library conditions in Great Britain.

¹ A paper read at the Annual General Meeting of the Southern Transvaal Branch of the S.A.L.A., Johannesburg, 1. November 1944.

As a result of his report and recommendations the Council of the Library Association published, in 1943, its proposals for *The Public library service—its post-war re-organization and development*.

The American Library Association, too, has made suggestions of a similar nature. It appointed a "Committee on post-war planning", under the chairmanship of Carlton Brims Joeckel, which published a report under the title of *Post-war standards for public libraries*.²

Both the English and American reports contain statements of a general nature, followed by more specific details.

In the British report the following appears: "The public library is an opportunity for enhancing the dignity of the individual human being. Such an opportunity is vital in what will be inevitably a mass-technological society. Though the public library is only one of a number of forces capable of enriching the human personality and of preventing the degradation of the individual into a functional unit, it is a potent force and the future will be greatly influenced by its vitality, variety, quality and extent."³

The traditional values of the British public library, comparatively modern though it be, are unique and irreplaceable. The service can, if made fully accessible, pervade and enrich all aspects of living. It can, again if made accessible, reach people of all age groups, occupations, and circumstances, helping them to become balanced, integrated and satisfied individuals, useful and consciously valuable and responsible citizens. It is a necessary complement to all education services, providing the material essential for the utilization of the capacities developed by education and opportunity for their further development by the individual. By the facilities it affords for wide and unfettered reading the public library enables every man not only to enlarge his mind

² A.L.A., Chicago, 1943.

³ p. 3.

with the refined pleasures of great literature, but in particular (at present a vital need) to secure that understanding of social and economic forces and conditions without which there can be no true realization of the democratic ways of life. Because of its essential freedom, its wide range, its hospitality to all phases of thought and its infinite adaptability, the public library can serve each man according to his requirements and safeguard his development against the dangers of modern standardizing influences.

The American Library Association report states: "The basic objectives of the American public library may be codified by the use of five convenient word symbols: (1) Education, (2) Information, (3) Aesthetic appreciation, (4) Research and (5) Recreation."¹

In South Africa we librarians have talked about the necessity of post-war planning but our Library Association has not yet produced any plan which is comparable to those of the British and American Associations.

The Council has agreed to appoint a committee² to go into the matter and it is expected that this committee will commence work soon. It will, no doubt, produce a useful report.

To an onlooker it may appear that because the S.A.L.A. has not produced a post-war plan for libraries, the Association and its members have been inactive, and that the library movement in this country is at a standstill—but this is untrue. I think that one of the chief reasons why we have not arrived at a post-war plan, is because all our librarians are so busy with practical developments in their own libraries and library systems that they have not had much time for theorizing.

Looking back over the war years we see a tremendous amount of development in South African conditions.

One can say with a great deal of confidence that at no time in the history of South Africa have libraries been used by the public to the extent they are being used to-day. I have not the figures for all the provinces of South Africa, but in the Transvaal urban areas more than twenty per cent of the European population are now members of public libraries.

In the country towns and villages the library movement is making very rapid strides and in one or two cases we find that well over fifty per cent of the European population are registered as public library borrowers.

Each province of the Union now has its own

Library Advisory Committee—Natal Provincial Administration is appointing its Committee at the moment.³

Two Provinces—the Cape and the Transvaal—have gone further and worked out schemes for library development in their small towns and rural areas. The Transvaal scheme was worked out in 1941 and approved by the Union Government in 1942 but I am not quite sure how far the Cape scheme has proceeded.⁴ Members of the Natal Library Advisory Committee are at present working on a scheme for library development in their area.

It seems that the various Provincial Administrations are now at last convinced that they should support rural library movements within their own provinces.

The Transvaal Province has, of course, done so since 1930 (excepting during the depression years of 1932 to 1934). Since 1935 ever-increasing amounts have been available for the purpose. Last year the Transvaal voted £4,550 in favour of public library services, but this year the Province will be spending £13,609.⁵ It is hoped that an even larger amount will be available for spending next year.

As part of the Provincial Library Scheme the Transvaal Province has employed a "Library Organizer" since February 1942.

In the Cape similar progress has been reported. For some years past the Cape Province has spent about £14,000 per annum on its public libraries—large public libraries such as the S.A. Public Library, Cape Town, as well as libraries in small towns and villages. This year the amount voted includes £450 to a Society which has established a library service to rural areas—the Society for Book Distribution—as well as £500 to the Cape Libraries Extension Association—an organization which lends books to Non-Europeans.⁶

It is interesting to note that only since the war began has the Union Government shown its interest in rural libraries in a tangible form. Two years ago, for the first time in the history of this country, the Union Government voted £2,000 for

³ Cf. p. 62 of this issue.

⁴ Cape Province. *Provincial advisory library committee*. Public libraries in Cape Province (rural districts): survey of existing library conditions in 1940, etc. Cape Town: Federal Printing Co., [November] 1944. *Reviewed elsewhere in this issue*.

⁵ Transvaal Province. Estimates of revenue and expenditure . . . 1944-45. (T.P. 4-44), p. 28.

⁶ Cape of Good Hope, Province. Estimates of revenue and expenditure . . . 1944-45. (C.P. 1-1944). Vote 5 (1) B p. 54.

¹ Op. cit. p. 20.

² Cf. p. 61 of this issue.

rural library services. Of this amount £1,600 went to the Transvaal as its scheme had already been approved and was partly in operation, and £200 each to the O.F.S. and the Cape Provinces.

You will remember that in 1937 the Inter-departmental Committee on Libraries of the Union of South Africa recommended that the Union Government should take a lead in establishing rural library services, and that the Union Government should support provincial library schemes.

This question has been tied up in the past with the general question concerning the relations between the Union Government and Provincial Administrations.

In order to clarify the position the Union Government appointed a "Provincial Financial Resources Committee" with Mr. A. F. Corbett as Chairman. This fact-finding commission, as it was called, made a survey and reported on the adequacy of existing provincial services; it also reported on existing financial resources and their adequacy.¹

With regard to libraries the Committee stated that existing services were inadequate, quoting the 1937 Interdepartmental Committee's *Report*, and estimated that the cost of additional services necessary to improve matters would be approximately as follows:—

Cape Province	£96,400
Natal	18,740
Transvaal	19,020
O.F.S.	9,930
	<hr/>
	£144,090 ²

Although the Government has published a statement on the report of the Corbett Commission, it has, as yet, made no pronouncement about its attitude to libraries.

The war has brought many disabilities in its train, but it has not prevented the Councils of the larger Transvaal towns from developing their own library services. You may be surprised to learn that in 1942-43 the eleven largest municipalities of the Transvaal spent collectively about £90,000 on library services—Johannesburg's share of £57,000 was about four times the amount voted by any other municipality.

I have not yet been able to obtain precise figures for municipal expenditure during the current year, but I estimate that the larger municipi-

palities of the Transvaal will spend over £100,000 on library services this year.

Progress is to be seen on all sides in this province.

The Transvaal Provincial Library Scheme has now started operating, and regional libraries are being opened this year at Pretoria and Witbank. Next year it is hoped that two more regional libraries will be established, at Ermelo—to serve the South-Eastern Transvaal—and at Klerksdorp—to serve the South-Western Transvaal. Included in the following year's programme will be the establishment of four more Regional Libraries—at Pietersburg, Rustenburg, Nelspruit, and Germiston—bringing every part of the Transvaal under the Provincial Library Scheme during that year.

The object of the Provincial Library Scheme is to bring efficient library services free of charge to persons living in small towns and rural areas.

Most of the larger towns already possess public libraries which serve their citizens fairly well, but the country areas and small towns cannot be left to fend for themselves, and so their requirements are receiving immediate attention.

There are twenty-seven small towns, twenty-nine villages, and thirty-six Health Committee Areas in the Transvaal.

The European population of this group is about 227,000; when the rural population of 261,000 is added it will be seen that the Provincial Library Scheme intends to serve about 488,000 Europeans.

The advent of the Provincial Library Scheme has proved very stimulating not only in country areas but in the larger urban areas as well.

Before a small public library may be incorporated in the Provincial Library Scheme the municipality in which it is situated must promise to provide it with adequate housing and to support it financially. There are two types of municipality: towns and villages.

Municipalities of town rank are expected to place at the disposal of their library committees at least the equivalent of 2s. per head of the European population per annum; villages are expected to pay 1s. per head per annum. Health boards are asked to provide free quarters for the library and also to furnish a part-time librarian, who may be a voluntary official. Only libraries that offer free services to the public may participate in the Provincial Library Scheme.

Twenty-five municipalities have already agreed to accept these conditions, and when the Regional Library System comes into operation over a wider field, it is expected that this number will increase until eventually every small local authority in the Transvaal will participate in the scheme.

¹ Union of South Africa. Report of the Provincial Financial Resources Committee. (U.G. 9-1944).

² Op. cit. p. 62.

In spite of war conditions it has been possible to order two travelling libraries, for the Regional Libraries at Witbank and Pretoria.

When a travelling library is put on the road the public is usually allowed to borrow books directly from its book shelves, but the Transvaal provincial travelling libraries will function somewhat differently. The main object of the provincial travelling libraries will be to transport books between town and village libraries, library depots which will be established at country schools, post offices, halls, etc., and the regional library.

Only persons who find it very difficult to patronize a fixed library—in town, village, or rural area—will be permitted to borrow directly from the Travelling Library. It is expected that all town and village libraries will, later on, possess reading rooms and reference collections, and it is hoped that, with the adoption of the practice of encouraging the establishment of fixed libraries with this equipment, they will become eventually the cultural centres of the communities they serve.

Plans for new library buildings or extensive structural improvements are being prepared at various places, notably Roodepoort, Vereeniging, Krugersdorp, Lydenburg, Middelburg, and Witbank. An air-conditioned eight-story stack is shortly to be added to the State Library building in Pretoria.

One of the most important developments of recent years, and the one which I am sure you will heartily applaud, has been the great improvement in salaries paid to librarians and library assistants. In the latest issue of *South African Libraries* you will see reported a resolution with regard to salaries taken by the Council of the South African Library Association.

Library authorities are willing to pay these salaries and I think that these salaries will attract to the library profession some of the young men and women who were inclined in former years to look for employment to teaching and other professions. With the expansion we expect in provincial and municipal libraries, not only in the Transvaal but also in other provinces, during the post-war years, there is going to be a golden opportunity for promotion for those library assistants who have taken the trouble to become qualified. There will be a tendency on the part of library authorities to recruit graduates in preference to non-graduates; but in my opinion the matriculant will have as good a chance as any during the next few years to come.

Library assistants will find that competition

for positions will become very keen in the near future. Apart from library assistants returning to the profession on demobilization, there will be many other women at present in the Army—and men too—who will want to take up library work. There will also be the normal crop of matriculants and graduates looking for work at the beginning of every year so that it seems as if the supply of potential assistants will exceed the demand. The result will be that librarians will be able to pick and choose their staffs once more. To junior library assistants I issue this advice—prepare yourselves. Pass your examinations; but not only that, try to learn everything concerning your work. I am aware that there is a great tendency to specialize these days. From the library administrator's point of view specialization is a good thing; it is economical of effort and it produces experts within the specialized field.

My suggestion to assistants, however, is that they should know what is going on in departments and in libraries other than their own, and if they cannot obtain this knowledge during working hours they should try to obtain it during their own time. If they want to be an asset to the library movement in South Africa they should try to understand their job thoroughly; they should endeavour to understand, if possible, all aspects of library work—from the physical make-up of the book to reader guidance.

Librarians who are studying for examinations will be interested to know that the Education Committee of the Association has almost completed its work of producing a better examination syllabus. It is possible that this syllabus will be brought into operation from next July. Further details will be available as soon as the Council has dealt with the syllabus.

For about three years now the Education Committee has been working on this syllabus, and it will, I think, be recognized as a vast improvement on the old syllabus.

The developments in library conditions in South Africa—more money from public funds; greater recognition of the public library as a source of culture, and especially as a mode of introducing adult education; greater use of public libraries on the part of the public, and also individual students; and above all better conditions of service for library workers—lead one to look forward with hopefulness to the future, and to expect that the post-war period, which may be on us at any time now, will actually prove to be an improvement on the pre-war years.

OUR LIBRARIES AT THE CROSS-ROADS

F. C. WILMER¹

... THE present libraries in the United States may be classified into the usual groups: elementary and secondary school libraries, university and college, public, State, Federal, and special. Certainly great things have been done in America in the way of library service, but in spite of all that librarians have done, there are still 35 millions of people in the United States who have no access to *public* libraries. Thus you see we, too, still have much to do and are searching for the best way and striving for adequate means to do it.

... It is fast becoming the popular belief in America to-day that a school is only as strong as its library facilities. In this I most heartily agree. More and more the trend is to centre the curriculum around the use of the library—using less and less textbooks and depending more and more on research done in the library, even in such elementary form as the lower grades would be capable of doing. . . . Education, in my estimation, is not the sum total of facts learned during the years of schooling, but rather of the gaining of knowledge as to how to find out facts, and the broadened vision and enriched life that come from contact with great minds fruitful of ideas and understanding. What better way then is there to start a child on the road to self-help than to teach him, at once, how to find the little things he needs to know through the proper use of simple library tools that will, as the years go by, open up to him all the treasures and all the knowledge of the universe recorded by man.

Reason for the great discrepancy in status of school libraries in our different States is due to the different laws and regulations governing them. In general, the chief source of revenue for the school library's support as well as that for most other school services is local district taxes. However, a majority of the States have, from the beginning, assumed responsibility for aiding local districts in the financial support of schools and school libraries. . . . In some States the law relating to financial support for school libraries makes it compulsory, in others it remains optional. This, you see, has disadvantages for the libraries. There are at present three ways of providing

State financial support for school libraries: (1) State support through funds available for general school purposes; (2) State appropriations expressly for libraries; (3) State appropriations for textbooks. The question of legislation affecting school libraries is a very involved one and one with far-reaching ramifications, as pointed out in a recent study conducted by Edith A. Lathrop, Associate Specialist in school libraries, and published in *School life*,² the official journal of the U.S. Office of Education.

A study of this kind has its value in the fact that it is a point of departure for planning, and its conclusions show that, at last, the field of education has recognized the importance of libraries in the general scheme of education and that they are systematically approaching the problem of their status and support. We feel that the library service rendered to children in the school libraries is not enough but that their needs are such that they must have special attention in the general scheme of public library service. . . . In the development of children's work up to now there are two things to be pointed out: (1) that the service has been organized as a separate function, and (2) that the staff for this work receives special training. The Children's Section of the A.L.A. was organized in 1900 with less than 100 members. To-day the membership is about 1,000.

... The general approval of the success of children's work in American public libraries has been summed up in a recent study by Mary Rinehart Lucas in the following statement:

"It is probably not too much to say that children's work in public libraries has reached a higher level of specialization than any other branch of library activity involving public relations. Rare indeed is the library that would intrust this aspect of its activities to one who lacked the special training and aptitudes essential to it. As a result it is probably not inaccurate to say that, in general, libraries do their best job by far in reaching and serving the children of their communities."

However, library service to children is, to-day, undoubtedly in a critical and perhaps transitional stage according to this same observer. The increasing number of school libraries being established by city school systems is having an effect on the public library's service to the juvenile population, and this is one of the things that

¹ Address delivered to a joint meeting of the Southern Transvaal Branch of the S.A.L.A. and the School and Children's Library Section of the Branch, at the Johannesburg Public Library on 6. Sept. 1944.

² *School life*, 27 : 89-92, Dec. 1941.

must be more closely integrated and more wisely planned. The debilitating effect of the radio and the movies, to say nothing of the comics, on the child's response to reading is becoming increasingly evident. Again, the growing need for the development of adult educational activities in public libraries of all sizes is causing a scrutinization of service and a re-evaluating of this service in the organization structure of the library and its relative importance.

In view of these changing trends, the present-day objectives of library service to children are: (1) to assemble a well-selected collection of books adapted to the reading ability of all children; (2) to provide adequately trained personnel with aptitudes for working with children; (3) to organize the library's service so that the books and the personnel may be used advantageously for the children of the community; (4) to advise parents on the reading problems of their children; and (5) to co-operate with other agencies having similar objectives.

Just as in the school libraries, libraries in the college and university field are active agents in the teaching and research programmes of the institutions. Survey courses, honour courses, and emphasis on independent reading have increased the responsibility of the modern college library, and the expanding graduate work has necessitated skilful selection of the needed printed materials for research and the provision of facilities for their utilization. As long ago as 1936 the libraries at our institutions of higher learning contained more than 62,000,000 volumes.

The State, Federal, and other special libraries are so specialized in their functioning and service that I am going to omit a discussion of them here, rather spending what time I have on the public libraries which are the heart and soul of the principle of democratic education.

The one thing which probably accounts more than any other for the present status and set-up of the American public library is its government, and Mr. Joëckel in his book, *The government of the American public library*, sums up the governmental history of the library by using the word "opportunism". He points out that the primary interest of the trustee and of the librarian has been concentrated on the achievement of tangible results in the performance of service. They have been so absorbed in this dominant motive that only a limited amount of attention has been given to questions relating to the logical form and structure of library government. They have, for the most part, been considered only in relation to

whether or not they might strengthen or weaken the position of the library in carrying on its work. Their main concern has been that the ability of the library to give service should not be jeopardized by political control in its government or by too great limitation of its budget. The degree of success attained in their efforts to protect the best interests of the library has varied greatly from State to State, and from city to city. The resultant picture, therefore, is illogical, and sometimes confused to a detached observer.

... There is a general awareness in the profession of the importance of the library's moving as rapidly and as decisively as possible to its ultimate place in government, since its organization, its system of technical records, its policy of use and service, its book stocks, all depend upon it. It is comforting to note that, in general, there is an acknowledgment of past opportunism and a definite turn toward more unity of purpose, more movement as a whole, a greater sensibility to a combined library objective. This alone is a considerable step forward. The direction of its further progress, governmentally, is as yet problematical. It may move toward the city, toward the system of public education, toward some larger unit as county or regional service, toward the State or toward the nation, any of these directions being, understandably, not necessarily mutually exclusive. ... The further relationship of the library and the system of public education is problematical at this point but is certainly sufficiently attractive to be a perennial subject for consideration. Mr. Joëckel feels, however, the idea that it will ever become wholly and frankly educational and seek organic amalgamation with the schools is so foreign to the whole history and tradition of the library movement that it seems unlikely. ... In any case the future relations of the library to the educational system embrace two pertinent problems: (1) the future relation of the library to adult education, a responsibility that it must not in any case neglect. Whether or not the present educational system would permit the advance of the library into the field of formal adult education, the scope of the library's activities in adult education must be greatly broadened. (2) The other question is that of unified administration which has not always redounded to the advantage of the library when affiliated to or administered by boards of education. The safest prophecy seems to be that, while the library must be extended in its educational aspects and while it may become a recognized part of the educational activities sponsored by the State, it will not

necessarily be legally absorbed into the public school system. The place at which the library of the future most nearly comes to a parting of the ways with the library of the past is in its movement toward a larger unit from the point of view of a complete library service to all people. The library, you know, is not necessarily a municipal unit. There are practical advantages in making it so, but the fact remains that most good city libraries are potential centres for service outside their own boundaries.

... It is in the field of the relationship of the local library to the State that the most active conflicts between the individualist and collectivist schools of thought occur. It seems unavoidable that in some States there must be a positive movement towards State interest, otherwise there seems little hope for development of public libraries on a really complete and systematic basis. Personally I favour this movement very sincerely. Not that I would countenance any political control—God forbid—but by staying within the realm of promotion rather than administration the State could very well do a great deal for their citizenry by: (1) providing the necessary legislation; (2) maintaining standards; (3) giving grants-in-aid of sufficient size to permit a substantial amount of equalization of library service throughout the State. To prohibit at once and for all time the encroachment of political bugaboos legislation should be passed to provide for certification of library personnel. There should be, of course, a wide basis to tax support, founded on actual needs as Mr. Joeckel also points out, rather than on the ability of the community to pay.

The place of the federal government in the future of libraries is, at this point, beyond conjecture. There is, however, certainly a national responsibility for leadership in the formulating of large-scale planning and development.

... The Committee on Post-war Planning for the American Library Association, of which Mr. Joeckel is the chairman, has summed up the essence of the standards for public libraries in three basic elements: (1) complete library coverage; (2) library service of adequate quantity and dynamic quality; (3) large units and co-operation in library service.

The first, of course, underlies all the others—that of complete service. ... If we are going to accomplish this we shall have to make provision for service to the 35,000,000 people who as yet do not have access to a library. Even when this is accomplished I might say that the fever of planning in America will not cease, because the

policies, the objectives, and the standards of public library service must be constantly re-examined in the light of unexpected developments.

... Mr. Joeckel and the Committee have not touched upon what is one of the most dominant characteristics of library thinking and planning to-day. Libraries to-day are at the cross-roads; they must make up their own minds where they are going. Heretofore there has been too much waiting upon public opinion and reaction to determine the policies of the libraries. For some years now they have been trying to decide whether or not they are to remain—if they have been so—pure libraries—that is, collectors and administrators of books—or whether or not they are to be educational institutions with a definite place in the educational scheme of things. As I have previously pointed out, adult education is something which must be developed and enlarged. What other organization or institution is better equipped to do this? The libraries actually rose upon a foundation of adult education, however not so called. In the early American libraries the adult educational motive was even more prominent than it is to-day, practically all of them operating in connexion with young men's associations and civic groups, or opened to readers by private philanthropists. They were intended not for the use of the young nor as an auxiliary to any educational institution but as a means whereby mature men and women could pursue enlightenment and culture. The formal college or university was limited to the traditional curricula and could not mix itself in the broiling of current politics or intellectual and cultural currents of thought either in America or abroad. So the libraries which were at that time mostly membership organizations had a very important work to do. It may be argued that there are powerful processes to which people to-day are exposed for "education"—the press, periodicals, and radio. True. But effective journalism is often, as Alvin Johnson so aptly puts it, disconditioned to real understanding and has not the methods, the background, nor the tolerant point of view of the educator. The press and the radio help enormously, but they will not take the place of the thoughtful and scholarly book written by scholars and specialists who take responsibility for their work as permanent structures in the progress of society.

Even with the augmented fluidity of college and university work to-day and of the extension courses there are hundreds and thousands of persons who cannot take advantage of them or will not because of certain compulsions imposed upon them either in the way of accomplishments or attendance.

To carry on this work which includes readers' advisory service, forum leaders, lectures, group discussions, etc., the libraries need a great deal more staff—and a more specific training for the members who are to do this type of work. The greatest curse of the profession to-day is the necessity for quoting circulation figures. It is a false premise upon which to base the evaluation of the real service of a library. Sad though it is this seems to be the criterion upon which support is voted for these underpaid and overworked institutions.

... I feel that the public—and certainly the tax-paying public—should have what it wants to a point, that point not being where the purchase of Westerns and thrillers should be made at the expense of a service so vital to the welfare of society as adult education. The supplying of this type of material is largely responsible for the impression among the substantial citizens, whose opinions and influence count for more than the mass of readers, that library activity is largely occupied with supplying light entertainment to the masses free of charge. This, of course, is an unjust indictment. And lamentable is the necessity for keeping library statistics and making reports, for, because of this very fact, libraries are stressing more and more the increase in non-fiction reading; but is there an advantage gained? Is Lion Feuchtwanger's trivial book on Russia, classed as it is in non-fiction, more educational than *The last Puritan*, which remains ignominiously in fiction? ... As I have indicated, the public library rose upon a foundation of adult educational impulse to the masses. Its prestige in the present and its hopes for the future rest upon the explicitness and effectiveness of its adult educational activities. And we are now caught up in the flow of the new movement. However, let us not regret that for a time librarians conceived of themselves as custodians of book collections whose character was determined by the tastes and demands of the public. Through this attitude they have become catholic and escaped becoming too self-consciously educational.

... Librarians seem to have been born with the conviction that it is their responsibility to see that every living soul is exposed to the benefits and joys of reading. But even the unprofessional public is coming to realize how important is the exposure to books. Many a reader is made who might otherwise go through life without learning the benefits of being able to commune through books with great minds, had it not been that at one time or another he had been brought, perforce,

into contact with good books. And this end is important enough to justify all the unorthodox methods that are being brought into play to induce the public to read. To which the uninitiated may query: "Why bother?" There are probably a host of answers to that question but surely a very real one is this: there are ever so many people in this world who have a living horror of libraries. To them they are musty places full of mustier things called books for which they have never developed a taste—and are presided over by a lot of thwarted men and women who are there because they are not able to face life in its more animated aspects.

Now you and I know that this is not true. But the only way to convince a lot of people is to bring books out into unsuspecting places such as women's clubs, labour groups, parent teachers' associations, recreation centres, parks, etc., where people may be exposed to them and even become fond of them before they realize that they have any relation to a library. The fundamental idea is to get people to read—to become aware—to be enlightened—to be better citizens—and the way to do it is any way that achieves the result! Let us be unorthodox—let us be heretics if necessary—but in the name of all that is progressive, libraries must be courageous and do the thing that will make for a better citizenry—tax-payers and boards of trustees notwithstanding! And if I hear in the distance the mental question, "How does one manage in the face of a board of trustees who are in opposition", my reply would be that if the board of trustees are in opposition to a progressive idea what better proof could there be of the necessity for adult education?

Libraries are the great repositories of culture, the great tools of scholarship, the great symbols of the freedom of the mind. In the words of President Roosevelt, libraries must be leaders in the educational world because they are essential to the functioning of a democratic society. And if they are going to retain that leadership, they must unify their efforts, plan a programme in relation to the needs of society and decide what they are going to do toward the creation of the new mind which is essential to living peaceably and effectively in the post-war world.

In short, then, we are at the cross-roads: shall we go on satisfying the wants of the public—be it Westerns and thrillers or "how to" books—or shall we courageously plan a programme in keeping with social needs, accepting the leadership that is rightfully that of the profession because of its unique position?

AFRIKAANSE VAKLITERATUUR¹

DIE doel van hierdie kennis is om U as assistent in 'n biblioteek in staat te stel om U lener behulpzaam te wees in sy keuse van boeke in Afrikaans oor bepaalde onderwerpe. U moet weet wat daar oor die onderwerp in Afrikaans gepubliseer is en wat vir U leser die beste boek is. U word nie veronderstel om 'n deskundige op elke gebied te wees nie, maar U moet 'n sekere mate van kennis besit oor die onderwerp en U moet die boeke ken selfs al het U hulle nie dwarsdeur gelees nie. U moet die eienskap van 'n bibliotekaris aankweek, nl. om kennis te dra van 'n boek se inhoud sonder om noodwendig die boek van begin tot end te lees. U kan hierdie kennis op verskillende maniere verkry, b.v. deur gereeld besprekings van nuwe en ou boeke in gesaghebbende tydskrifte en koerante te lees, deur boeke met U vriende te bespreek, deur self soveel moontlik te lees en ten slotte om die gewoonte aan te kweek om elke boek wat U nie ken nie gou effens goed te bekyk en te beskou met die volgende oogmerke: (1) die skrywer en sy gesag oor die onderwerp; (2) die omvang van die boek, b.v. of dit die hele onderwerp of net 'n klein gedeeltetjie daarvan dek; (3) of die boek vir die leek of die deskundige bedoel is; (4) of die inhoud die nuttigste ontwikkelings op die gebied weerspieël of of dit miskien verouderd is; (5) of die boek die enigste of die nuttigste een oor die bepaalde onderwerp is; (6) hoe dit gerangskik is en of dit 'n register en 'n bibliografie bevat.

Uit die voorgaande is dit duidelik dat U die boeke moet hanteer en nie vir U kan verlaat op besprekings, beskrywings of boekelyste nie. U moet dus 'n biblioteek besoek waar U soveel moontlik die boeke self ter insage kan kry.

Waar U kan uitvind wat daar bestaan op die gebied van die vakliteratuur in Afrikaans. Die beste bron van informasie is dr. P. J. Nienaber se *Bibliografie van Afrikaanse boeke, 6 April 1861-6 April 1943* wat 'n onderwerpslys bevat van wat daar op die gebied van die vakliteratuur reeds in Afrikaans verskyn het. Vir nuwe boeke is U op boekebesprekings in die koerante en tydskrifte aangewys.

Wat bestaan daar in Afrikaans

In omvang is die Afrikaanse vakliteratuur betreklik klein. Dit bestaan uit drie soorte:

(a) geleerde werke b.v. proefskrifte en gevorderde studieboeke; (b) skoolboeke vir gebruik van die Afrikaanssprekende kind oor die meeste onderwerpe wat op die skoolleerplan voorkom; (c) boeke vir die algemene leser b.v. biografieë, reisbeskrywings, boeke oor wetenskaplike onderwerpe vir die leek of oor sosiale en ander probleme.

(a) GELEERDE WERKE

Op hierdie gebied bestaan daar heelwat, veral proefskrifte van studente wat aan ons universiteite of in Holland gepromoveer het.

Hier volg 'n paar geleerde werke:—

- Nepgen, C. C. Sosiale gewete van die Afrikaanssprekendes. 1938.
- Steenkamp, W. P. Die agnosticisme van Herbert Spencer. 1910.
- Van Bruggen, J. R. L. Lektuurvoorsiening vir kinders en jeugdige persone. 1922.
- Boshoff, S. P. E. Volk en taal van Suid-Afrika. 1921.
- Bosman, D. B. Oor die ontstaan van Afrikaans; 2de dr. 1928.
- Goossens, A. P. G. Suid-Afrikaanse blomplante: sleutels tot die families en geslagte. 1941.
- Van der Byl, P. A. & I. de V. Malherbe. Landbou-bakteriologie. 1926.
- Bouman, A. C. Kuns in Suid-Afrika; 2de bygewerkte dr. 1938.
- Pienaar, E. C. Taal en poësie van die tweede Afrikaanse taalbeweging; 4de verm. dr. 1931.
- Schoonees, P. C. Prosa van die tweede Afrikaanse beweging; 3de omgewerkte en verm. dr. 1939.
- Preller, G. S. Voortrekkermense. Deel 1-6. 1918-39.
- Van der Merwe, P. J. Noordwaartse beweging van die Boere voor die Groot Trek. [1937].

Dit is duidelik dat hierdie groep boeke wat 'n betreklike klein onderwerp in baie groot besonderheid behandel en wat gewoonlik volledig gedokumenteer is, nie die soort boek is wat U aan die eerste die beste persoon gaan aanraai wat asseblief 'n interessante boek oor b.v. die geskiedenis van ons land wil hê nie. Hierdie boeke beveel die bibliotekaris slegs onder twee omstandighede aan, (1) wanneer hy met 'n persoon te doen het wat werklik 'n studie van die onderwerp maak, en (2) wanneer dit die enigste boek is oor die onderwerp in Afrikaans. Maar dan moet hy sy leser goed opsom en besluit of hy wel in staat is om baat te vind by hierdie boek.

Vir U studie sou dit raadsaam wees as U bostaande lys aanvul deur soortgelyke boeke in U eie biblioteek verkrygbaar goed te beskou en te besluit vir watter groep lesers U elkeen sou aanbeveel.

Dit is ook raadsaam dat U in hierdie verband

¹ Vgl. Hersiene leerplan vir Elementêre Afrikaanse Letterkunde, par. 2(vi), in *S.A.B.* 11:38, Okt. 1943.

uitvind watter woordeboeke en ander naslaanwerke daar in Afrikaans bestaan.

(b) SKOOLBOEKE

Hierdie groep val gewoonlik buite die bestek van die gewone bibliotekaris, maar in Afrikaans is 'n mens dikwels genoodsaak om op skoolboeke terug te val, omdat daar miskien nie iets anders in Afrikaans oor die onderwerp verkrygbaar is nie. Ek dink veral aan boeke oor plant- en dierkunde of oor wis- en taalkunde.

Hier volg 'n lysie skoolboeke waarsonder die bibliotekaris moeilik kan regkom in 'n omgewing waar die Afrikaanse boek in aanvraag is:—

- Geldenhuis, A. & J. E. W. Beyer. Afrikaanse snelskrif: Pitmanstelsel. [1930].
 Geldenhuis, A. & E. Woolliacott. Praktiese tikskrif. 1941.
 Gie, S. F. N. Geskiedenis van Suid-Afrika. 2 dele. 1924-28.
 Grobbelaar, C. S. Suid-Afrikaanse soogdiere. 1924.
 Lombard, J. A. & D. P. Steyn. Handel vir Suid-Afrikaanse studente. 2 dele. 1941.
 Long, A. W. Sterrekunde vir skole. 1941.
 Skaife, S. H. Elementêre biologie vir gebruik in Suid-Afrikaanse skole; 3de verbeterde dr. 1931.
 Verdoorn, I. C. Inleiding tot plantkunde en tot enige Transvaalse veldblomme. 1942.

Die lys kan nog veel langer gemaak word, maar hierdie paar titels is genoeg om aan te toon watter gebruik daar van skoolboeke kan gemaak word om leesstof vir die Afrikaanssprekende persoon te verskaf. Die student moet hierdie lys vir homself verder aanvul.

(c) BOEKE VIR DIE ALGEMENE LESER

Dit is die persoon met wie die bibliotekaris dikwels te doen het. Hy is die persoon wat die meeste leiding nodig het, en dit is dan ook die bibliotekaris se plig om op hoogte van sake te wees wat geskikte leesstof vir hierdie persoon is.

Ongelukkig is hy die een vir wie die minste voorsorg tot nog toe in Afrikaans gemaak is. Dikwels vind ons, dat die uitgewers van Afrikaanse boeke aantreklike stof op so 'n manier opdis dat die boek soveel na 'n skoolboek lyk wat sy uiterlik betref dat die gewone leser se belangstelling nie deur 'n aantreklike uiterlik geprikkel word nie, maar, intendeel, dat hy 'n afkeer daarin kry. Die bibliotekaris moet derhalwe genoeg kennis hê van die boek se inhoud om die leser se keuse sterk te beïnvloed.

So 'n leser wil of 'n bepaalde boek hê, of een oor 'n bepaalde onderwerp of enige iets wat hom sal interesseer. Die bibliotekaris moet derhalwe weet wat daar in Afrikaans bestaan vir so 'n leser. En die doel van hierdie kursus is om die

bibliotekaris se kennis op hierdie gebied aan te vul. Maar daar is eintlik net een manier om hierdie kennis te kry, en dit is in U daaglikse werk met boeke. Hier volg kort lysie van die soort boeke wat daar in Afrikaans bestaan oor party van die onderwerpe waarvoor lesers graag boeke wil he:—

GENEESKUNDE EN GESONDHEIDSLEER

- Janse, A. J. T. Ons wonderskone liggaam. 1930.
 Leipoldt, C. L. Die Afrikaanse kind in siekte en gesondheid. 1920.
 Nezar, G. A. & H. J. Steyn. Noodhulp. 1941.
 Van Schalkwijk, J. Raad in tyd van siekte; 2de uitg. 1921.

GESKIEDENIS

Dit is een van die grootste groepe en dit is dus slegs moontlik om die name van 'n paar skrywers en boeke te noem. G. S. Preller staan hier bo aan die lys. Sy *Daglemier in Suid-Afrika: oorsig van die geskiedenis van Suid-Afrika van die vroegste tye tot 1881* sowel as sy *Historiese opstelle* sal die persoon wat in geskiedenis belangstel interesseer.

Vir spesiale periodes uit die geskiedenis is daar dr. C. L. Leipoldt se twee boeke *Die Hugenote* (1939) en *Die Groot Trek* (1938) asook J. J. Collyer *Die Suid-Afrikaners met generaal Smuts in Duits-Oos-Afrika* (1939). Geskiedenis van die verskillende streke van ons land word goed verteenwoordig deur J. H. Malan se *Opkoms van 'n republiek* (1929) vir die Vrystaat, dr. H. Vedder se *Inleiding tot die geskiedenis van Suidwes-Afrika* (1937) en senator Munnik se *Kronieke van Noorde-lyke Transvaal* (1921) en les bes Deneys Reitz se *Kommando* (1929).

Ons *geskiedenis-serie* bestaan uit 'n hele aantal interessante historiese werke wat by die meeste lesers byval sal vind.

GODSDIENS

Dit vorm 'n groot persentasie van Afrikaanse boeke, maar daar soveel van hulle slegs in pamfletvorm verkrygbaar is, of vertalings uit ander tale is, is dit nie nodig om 'n spesiale lys te maak nie. Die student hoort 'n paar van Andrew Murray se werke te ken en een of ander Afrikaanse preekbundel.

KCOCKKUNS

- Leipoldt, C. L. Kos vir die kenner. 1933.
 Slade, M. M. Mev. Slade se Afrikaanse kookboek. 1940.

KUNS

Hierdie belangrike onderwerp is maar swak in Afrikaans verteenwoordig. Van die beste wat daar is het in die reeks *Kuns deur die eeue* verskyn.

LANDBOU

Heelwat wetenskaplike werke van 'n geleerde aard bestaan in Afrikaans, maar daar is maar min populêre boeke oor hierdie onderwerp.

In die eerste groep val b.v. dr. H. B. Thom se *Geskiedenis van die skaapboerdery in Suid-Afrika* (1936) en in die tweede groep H. C. Pieters se boek oor *Pluimveeboerdery* (1933) en dr. J. H. W. Th. Reimers se *Plaasdiere* (1926).

LEWENSBEKRYWINGS

Daar bestaan heelwat op hierdie gebied. Onderstaande is 'n paar van die belangrikste:—

D'Arbez. Lewe van Paul Kruger. 1925.

Du Toit, J. D. Ds. S. J. du Toit in weg en werk. 1917.

Engelbrecht, S. P. Thomas Francois Burgers. 1933.

Engelenburg, F. V. Generaal Louis Botha. 1928.

Kestell, J. D. Christiaan de Wet. 1920.

Leipoldt, C. L. Jan van Riebeeck. 1938.

Pollock, A. M. Pienaar van Alamein. 1943.

Preller, G. S. Piet Retief; 10de verb. en verm. dr. 1930.

Preller, G. S. Andries Pretorius. 1937.

Van den Heever, C. M. Generaal J. B. M. Hertzog. 1943.

Van der Merwe, N. J. Marthinus Theunis Steyn. 1921. 2 dele.

OPVOEDKUNDE

Byna alles wat op hierdie gebied verskyn het is van so 'n geleerde of gespesialiseerde aard, dat die leek maar min sal vind om hom te interesseer, behalwe moontlik die werke oor die geskiedenis van die onderwys in Suid-Afrika soos aangegee in Nienaber se *Bibliografie*, p. 770.

Die voorafgaande groepe gee U dan 'n idee van wat daar in Afrikaans op die gebied van die onderwerpliteratuur bestaan. Maar daar is een groot en besonder belangrike bydrae tot die Afrikaanse vakliteratuur waarvan tot dusver nie melding gemaak is nie. Dit is nl. alle amptelike uitgawes veral van die regering, die sogenaamde Blouboeke. Hulle bevat van die belangrikste publikasies oor die Suid-Afrikaanse geskiedenis en oor ons landsprobleme, en elke bibliotekaris moet met hierdie groep goed vertrou wees. Maar daar is nie net Blouboeke nie, daar is 'n massa spesiale rapporte van ons eie regering sowel as van die Britse regering. Laasgenoemde het hom veral toegelê op

Afrikaanse werke oor huidige wêreldgebeure, en hierdie uitgawes is feitelik al wat daar in Afrikaans bestaan oor hierdie oorlog.

Die Bibliotekaris wat eerstehandse kennis dra van hierdie regeringsuitgawes, sal vind dat hy dikwels uit amptelike stukke sy Afrikaanse leser se leesstof aanmerklik kan aanvul. Hy kan dit natuurlik ook nog verder aanvul deur gebruik te maak van pamflette, maar vir hierdie leerplan bepaal ons ons net by boeke.

Vir die eksamen sal kandidate verwag word om slegs 'n oorsigtelike kennis van die belangrikste Afrikaanse vakliteratuur te hê. Vrae wat 'n intensiewe kennis van die inhoud van bepaalde boeke vereis sal nie gestel word nie, maar kandidate moet weet watter boek oor 'n bepaalde onderwerp die beste is om vir die verskillende groepe lesers aan te beveel. Hier volg 'n paar vrae van die soort wat kandidate in die eksamen kan verwag:—

(1) Noem drie lewensbeskrywings en skryf 'n paar reëls oor die ander werk van die skrywers van elkeen van die biografieë.

(2) 'n Persoon wat in die Afrikaanse drama belangstel wil graag weet wie die beste dramas in Afrikaans geskryf het en waar hy informasie oor die Afrikaanse toneel van die verlede sowel as van die teenswoordige kan kry. Wat sou U vir hom aanbeveel?

(3) Skryf kort aantekeninge oor drie belangrike uitgawes van die Staatsdrukker.

(4) Noem amptelike uitgawes oor ses verskillende onderwerpe wat U aan die leser kan aanbeveel wat in ons landsake belangstel. Skryf 'n kort aantekening oor een om aan die leser die omvang van die werk te verduidelik.

(5) Gee die skrywer en titel van twee boeke oor elkeen van die volgende onderwerpe: (a) Hoenderboerdery; (b) Kookkuns; (c) Suid-Afrikaanse geskiedenis; (d) Geskiedenis van die onderwys.

(6) Noem die skrywer se naam en sê waaroor die volgende boeke gaan: (a) Talana; (b) Praatjies met die ouden; (c) Onder die kindere van Cham; (d) Kommando.

(Opgestel deur Anna H. Smith, M.A., van die Johannesburgse Openbare Biblioteek, Oktober 1944)

PERSONALIA

AUSTIN—ROBINSON—Miss H. Austin and Mr. A. M. Lewin Robinson, both of the University of Cape Town Library, were married on 21. October 1944.

ELLIOT—Miss G. Elliot, of the University of Cape Town Medical Library, has been elected an Associate of the American Association of Medical Record Librarians.

SOUTH AFRICAN LIBRARY ASSOCIATION

SOUTHERN TRANSVAAL BRANCH, REPORT FOR THE YEAR 1943-44

THE report on the activities of the Branch for the past year is chiefly a record of the monthly meetings. Ten general meetings and technical discussions were held during the year. Except for one meeting in the Town Hall, Germiston, the venues for all meetings were either the Johannesburg Public Library or the University of the Witwatersrand. Papers read and discussions generally were all of a very high standard and deserved a bigger audience than was sometimes present. The average attendance was 29, but this figure would have been considerably reduced had it not been for the record attendance at the Joint Meeting with the School and Children's Library Section.

The full programme for the year was as follows:

3. *November 1943*: Technical discussion led by Mr. P. Freer on the revision of the S.A.L.A. Examinations syllabus.
2. *February 1944*: Paper by Miss P. M. Speight on "A post-war policy for S.A. libraries."¹
1. *March*: Paper by Mr. E. Borland on "Libraries of the Transvaal".
5. *April*: Symposium on specialist libraries.² Speakers were Mrs. R. S. Coldrey, Librarian, Transvaal Chamber of Mines; Miss J. E. Hasted, Librarian, Transvaal Branch of the S.A. Red Cross; Mrs. B. Lunn, Librarian, Industrial Development Corporation; Miss D. M. Philip, Librarian of *The Star*; and Mrs. E. M. Sinclair, Librarian, Johannesburg Municipal Reference Library.
3. *May*: Symposium on Junior Library work. Those who contributed to the symposium were Miss D. De Wet, Miss D. Fourie, Miss R. Gerdes, Miss M. Moore, and Miss B. Niven.
12. *July*: Technical discussion led by Miss M. Green on "Problems of the Small Library".
2. *August*: Address by Mr. S. A. Morley on "The Anatomy of the Printed Page". This was illustrated with printing specimens projected through an epidiascope.
6. *September*: Address by Mrs. F. C. Wilmer, Librarian, U.S. Office of War Information, on "American Libraries at the Cross-roads".³ This was a joint meeting with the School and Children's Library Section.
4. *October*: Technical discussion on "Aids to Readers". The chief speakers were Miss C. Miles and Miss M. Whiteley.
1. *November*: Annual meeting.

The Committee wishes to take this opportunity of thanking the various speakers, members and non-members, who addressed the Branch and also those institutions which acted as our hosts.

The Committee met four times during the year. It approved the new constitution of the School and Children's Library Section which is now a section of this Branch and on which Branch representation has been reduced from two members to one. Grants have been made amounting to £15 to the Publicity Committee and the sum of £2 18s. was paid to meet part of the travelling expenses of members living outside the Reef who attended the meeting in Germiston. The amount to our credit is now only £23 4s. 1d. as compared with nearly £32 at the end of the last financial year.

Membership of the Branch is now 151 which represents an increase of 15 on last year's total.

I. ISAACSON,
Hon. Secretary.

³ Printed elsewhere in this number.

CASH SUMMARY: 16. SEPTEMBER 1943—30. SEPTEMBER 1944

RECEIPTS			PAYMENTS		
To	Balance brought forward	£31 15 7	By	Stencils and stationery	£5 16 3
	Interest	0 9 5		Postages	2 6 0
	School and Children's Library members' subscriptions	5 0		Teas	1 4 6
	Branch rebates	18 0 0		Rail fares	2 18 0
				Grants to Publicity Committee	15 0 0
				Sundries	1 2
				Balance	23 4 1
		<u>£50 10 0</u>			<u>£50 10 0</u>

Certified correct.

[Sgd.] D. A. Dodds,
Assistant Accounting Officer,
University of the Witwatersrand.
14. October 1944.

[Sgd.] I. Isaacson,
Hon. Secretary and Treasurer.
14. October 1944.

ADMINISTRATIVE COUNCIL

THE following resolutions have been adopted :—

Resignations. That in future the names of all members whose subscriptions are over eleven months in arrear, and who have received a final notice to pay, be removed from the membership roll.

Natal representative on Council. That Mr. F. H. Rooke be appointed to represent Natal on the Council (vice the late Professor A. Reid).

Natal Library Advisory Committee. That Mr. F. H. Rooke be nominated to represent the South African Library Association on the Natal Library Advisory Committee.

Policy for future development of public libraries. The following were nominated to form a committee : *Cape*: Mr. D. H. Varley ; *Natal*: Mr. F. H. Rooke ; *Transvaal*: Mr. M. M. Stirling ; *O.F.S.* : Mrs. G. Walker.

Rebates to Branches. That a special allocation be made annually for publicity, each Branch having the right to apply for a portion of it for publicity projects approved by the Council.

Special grant to Cape Branch. That a special grant of £7 10s. be paid to the Cape Branch (to cover part of the expenses incurred in connexion with the public meeting held on 19. April 1944).

Life membership fee. That members who joined the Association in 1930, or earlier, be allowed to pay a Life Membership Fee of £10 10s.

Clerical assistance. That a part-time clerical assistant to the Hon. Secretary be appointed at a salary of £5 per month.

Education Sub-committee. That the recommendation from the Education Sub-committee providing for the exemption of University Graduates from the Elementary Examination of the Association as from 1. January 1945 be adopted.

REPORT OF THE PUBLICITY COMMITTEE

DURING 1944 the Publicity Committee met six times. It was originally intended to hold monthly meetings, but considerable difficulty was experienced in obtaining quorums for meetings. This difficulty was due partly to continual resignations from the committee, to pressure of work, and to the distance factor, as half the members are in Pretoria and the remainder in Johannesburg. The committee was sorry to lose the services of its chairman, Mr. K. C. Johnson, and also Miss

L. E. Taylor and Miss E. Hartmann. The vacancies were filled by Miss C. Miles, Mrs. E. M. Sinclair, and Miss E. von Holdt.

The matters dealt with by the committee included the scheme for the *Pooling of duplicates and other discarded material*.

A circular explaining the scheme has been sent out to all public libraries in South Africa, and depots to receive discarded material have been chosen. This work was carried out on instructions from the Council of the South African Library Association.

A letter explaining the importance of sending surplus literature, particularly technical literature to public libraries, has been sent to various newspapers. To date, only *The Star*, Johannesburg, has printed it. There has been a slight response to the whole matter.

Librarianship as a career. An article in Afrikaans, by the Secretary of this committee, appeared in the October issue of *The Career's guide*. The Editor has asked that an article on librarianship be published every year.

Library Badge. The committee is still attempting to find a suitable design for a badge. Designs submitted have not been generally favoured, but another artist is now preparing preliminary sketches. As there is no particular urgency in this matter it was felt it is better to have a design which is acceptable to all, rather than one which is disliked by a minority.

Index to the Government gazette. On the suggestion of Mrs. E. M. Sinclair the Secretary wrote to the Government Printer to ask if it were possible for the index to the *Gazette* to be arranged on a subject basis, instead of the present confusing system. Various other bodies such as the Chamber of Commerce and the Law Society were approached and asked to co-operate with us in this matter. The committee is indebted to Mr. I. Isaacson for a most helpful memorandum he prepared on the question of the index. The Government Printer has replied that the whole matter is scheduled for post-war consideration.

Public Libraries as War Memorials. Miss C. Miles is preparing an article on this subject. This will be placed in one or more of the local newspapers.

Booklet on Library Committees. Mr. R. F. Immelman had written this booklet, and it is now being prepared for the press.

Finance. Grants have been received from the Council of the South African Library Association, the Southern Transvaal Branch, and the Cape Branch. The cash in hand is £31 12s. 8d.

General. From November 1944 the secretarial work of the committee has been taken over by Miss C. Miles. The retiring secretary wishes to

record her thanks to all members of the committee for their co-operation and for attendance at meetings.
B. LUNN.

TO ALL MEMBERS

WHEN remitting money by post to the Association, whether in payment of subscriptions, examination fees, correspondence courses, or for any other purposes, please make cheques, postal and money orders, payable to *The Secretary, S.A. Library*

Association (at Pretoria, in the case of postal and money orders).

Please cross cheques and postal orders.

E. A. BORLAND,
Hon. Secretary.

NATAL LIBRARY ADVISORY COMMITTEE

THE following have been appointed to the Committee:—

Mr. I. M. FRASER, President, Natal Society Library, Pietermaritzburg;

Mr. H. JONES, Principal, Natal Technical College, Durban;

Mr. J. MCLEOD, M.A., Chief Inspector of Schools, Natal;

Mr. F. H. ROOKE, A.L.A., F.S.A.L.A., Librarian, Municipal Library, Durban;

Mrs. E. E. M. RUSSELL, Mayor of Pietermaritzburg.

WHEN will some Homer or Vergil arise to sing of the library, of the labors, seventy times greater than those of Hercules, that have brought together information from every age and clime, tidings from stars whose light started on its headlong flight to the earth before Tut-ankh-Amen was born, measurements of suns in comparison with which our earth is but a speck, pictures of monsters that trod the earth in antediluvian ages, tracings of ferns of the carboniferous era, wisdom of the sages of all times, songs of poets, whisperings of lovers, secrets of antiquity? Here we find also the greatness of small things, the revelations by the microscope of empires whose contending armies do battle in a drop of blood, glimpses through the ultra-microscope of the dancing of the trillions of particles in colloidal solutions, and explorations by the scientific imagination of the interior of atoms with their solar systems of electrons. The riches in the vault of the Bank of England are paltry as compared with the treasures stored in a great library. Measured in human labor a library represents more toil in the gathering of information than the pyramids in the cutting and piling up of stone. The bank vault is protected with bolts and locks and armed guards lest some one purloin a single gold piece; the library doors open wide and over its portal is inscribed: "Whosoever will let him come and take of the wisdom of life freely." We travel miles and stand in thoughtful reverence before the tombs

where lie buried the mortal remains of Napoleon, of Shakespeare or of the "Unknown Soldier", but here in the library the immortal thoughts of the world's great are preserved, not in sealed urns or mouldy vaults, but spread open before us. He who enters here leaves not hope but ignorance behind.

Let us pause a moment to give a tribute to the librarian, the high priest in this temple of knowledge. His is an altruistic calling, his highest ambition is to serve, his greatest reward, the opportunity for greater service. Even a physician accepts money from those whose sufferings he relieves but the librarian is quick to serve all who come and never receives more than a thankful smile from those who profit by his helpful attention. Few even of those who use public libraries realize how much the librarian does to aid his customers and how willing he is to do it.

(Reid, E. Emmet. *Introduction to organic research*. London: Constable, 1925. p. 111-12).

MAY I conclude by asking a question? Of the limited amount of information which we as individuals can store in our heads, is it not preëminently desirable that a part of that information consist of a thorough knowledge of where and how to locate additional information when needed?

(Austin M. Patterson. *Quoted in: Reid, E. Emmet. Introduction to organic research*. London: Constable, 1925. p. 133).

BOOK REVIEW

LIBRARIES IN THE CAPE PROVINCE

IN 1940 the Executive Committee of the Cape Province appointed a Provincial Advisory Library Committee "to serve the Administrator with advice on a library policy for the Province". The Report of this Committee was transmitted to the Provincial Secretary of the Cape Province in December 1942 and has now been published in printed form.¹

The report contains the results of a survey of public libraries carried out by the Committee in 1940. It deals with conditions existing in 173 libraries which receive financial assistance from the Cape Provincial Administration, but does not include libraries in the four major centres—Cape Town, Kimberley, Port Elizabeth, and East London. The Committee also made a survey of school libraries, which will be reported on at a later date.

The survey of public libraries, carried out by means of a questionnaire, was answered by 70 per cent of the libraries; financial details for the remainder were obtained from Provincial records.

Of the 173 libraries in the Province only three—Hopetown, Moorreesburg and Albertinia—are "free", the others being dependent on subscriptions from members for 41 per cent of their income. As a result of the subscription barrier only 2 per cent of the European population of the small towns and rural districts use public libraries. According to the report of the Committee, "the present expenditure of £44,500 from all sources, while insufficient for providing a good all-over service for the entire Province, should suffice to provide some library service for people in all parts of the Province". It is interesting to compare this statement with the estimate of the Corbett Committee² which suggested that an additional expenditure of £96,400 per annum would be necessary to provide library services for the Cape Province.

The difference is probably accounted for by the fact that the Corbett report envisaged library

services to Europeans, Coloured persons, and Asiatics, but not the Bantu. The Advisory Committee Report deals apparently with services to Europeans only.

While the Advisory Committee survey reveals that "there are in the libraries of the Province a sufficient number of books to serve the European population of 790,000" the Committee believes the library service to be defective in many respects: local authorities do not support their libraries adequately, there is no co-operation between the smaller libraries, no small library can afford to employ a trained librarian, and "generally speaking the libraries as at present organized are acting as stationary depots with largely stagnant collections".

The Committee sets out plans for re-organizing the library system along Provincial lines, so that "the benefits of a free library service should be made available to every inhabitant of the Province".

To do this the Committee recommends the re-allocation of Provincial grants on a more economical basis; the making available to all participating libraries of a circulating service of books; and requesting the Union Government to make an annual grant to the Province equal to the contribution made by the Provincial Administration and the Divisional Councils.

(In connexion with the last recommendation the remarks on the subject of Union Government grants to Provinces made in the Corbett Report should be noted:—

"As the Provincial Administration is the statutory body charged with the exercise of administrative functions in connexion with libraries, and the contemplated expenditure is not large, it does not appear to the Committee that any hesitancy on the part of the Central Government to share in the cost can really be regarded as a justification for holding up the work. It would be better to see a really good system brought into effect even though at a slightly greater cost to the Province").³

The suggested plan for re-organizing the library system in the Cape Province is very interesting. In brief it consists of dividing the Province into at least four regions, each of which contains a central library which will feed all the minor libraries in the area with an adequate supply of books. Library service in the regions will be co-ordinated by a Provincial Library Organizer

² p. 40. par. 406.

¹ Cape Province. *Provincial advisory library committee. Public libraries in Cape Province (rural districts): survey of existing library conditions in 1940 and report of the Provincial Advisory Library Committee.* Federal Printing Co. Cape Town. 1944. (iv), 23 p. (English and Afrikaans). (Copies obtainable at Officer in Charge, Government Stationery Office, Parliament Street, Cape Town. 1s.).

³ Union of S.A. *Report of the Provincial Financial Resources Committee.* (U.G. 9-1944), p. 62.

"among whose tasks will be to visit all existing libraries in preparation for the coming changes".

Each regional library will be administered by a trained staff of two persons who will have a book-truck at their disposal for the transport of books from the regional library to the various centres; books are to be circulated to local libraries in batches about three times a year.

Provincial grants, which are to be spent on maintenance and service, are to be paid to local libraries on condition that library service is to be free to all borrowers, rural inhabitants as well as those who live in towns. It is important to note that "local committees are guaranteed ownership of their property and capital assets". This guarantee should do much to ensure the success of the scheme.

The Committee estimates that the initial cost of the scheme will be £34,500 per annum, and it is proposed that this sum should be contributed by the Union Government (40 per cent); the 91 Divisional Councils (5.5 per cent); the Provincial Administration (34.5 per cent); and the 132 Municipalities (20 per cent).

Each regional library will serve approximately 128,000 Europeans, at a cost of approximately £7,750 per annum, which sum will be spent collectively by the regional library and the smaller libraries. In short it appears that the regional library will provide the book service while each locality will provide its own library with quarters, staffing, and maintenance.

"Under this scheme all existing local authorities participating would undertake to serve both town and country committees and in addition the regional library would open new distributing points in small villages and in many parts of the outlying rural areas. Books in larger quantities than at present would be brought by post or by book-truck within the reach of all the inhabitants of the area by means of a free tax-supported library service."

The Committee recommends that books be transported by rail or post entirely free of charge.

The Committee realizes that it is going to be difficult to procure efficient librarians and makes suggestions for their training at vacation schools. Minimum salary scales are recommended, but it seems that these scales are very much lower than those set down as minima by the South African Library Association.¹

In its last paragraph the Committee recommends

¹ S.A.L. 12(2) 41, Oct. 1944.

the appointment of a Provincial Library Board but doubts whether a "National Library Board" would be of any value.

Provided that the necessary funds are forthcoming and with good will on the part of all concerned—the Union Government, the Provincial Administration, the Divisional Councils, the Municipal Councils, and, above all, the local library committees—the scheme should easily be put into operation. There can be no doubt that the present system of giving small grants to a large number of unco-ordinated village and town libraries produces very unsatisfactory results. In 1940 only 24,628 of the 791,445 Europeans of the Cape Province used any type of public library service. With a free library service one would expect the percentage to exceed 25 per cent after two or three years of operation.

Perhaps the main points on which the recommendations of the Committee may be criticized are: The large area to be covered by three of the four regional libraries; in one case (Bechuanaland and Karroo) the area suggested is surely larger than Natal or the Orange Free State. Another point is that the Committee apparently does not envisage serving the Coloured population and Asiatics; if this were to be done, it would be necessary according to the Corbett Report, to spend an additional £96,400 per annum. It seems also, that it will be very difficult to run the regional libraries with the small staffs suggested, consisting of the regional librarian and one assistant; surely two people alone will not be able to handle the work of selecting, purchasing, stamping, labelling, cataloguing, classifying, packing, and exchanging 30,000 books a year, and at the same time of discharging all the other duties of a regional library staff—acting as an "information bureau on matters of library method, organization and planning", especially when the regional librarian will be required "to establish personal contact with all local authorities, committees and librarians in order to stimulate library development". Presumably the regional librarian will drive the book-truck as well.²

E. A. BORLAND.

² We are advised that in some respects this Report is already out of date, especially as regards proposed salaries.

The Report received considerable notice in *Die Burger* of 4. November and 8. November (leading columns) and in *The Cape times* of 4. November (leader and report).—Ed.

BIBLIOGRAPHICAL NOTES

Infection through Books. SMITH, C. Richard. Survival of tubercle bacilli in books: how contaminated books may be rendered non-infectious. (*In American review of tuberculosis* 46 (5) 549-59, Nov. 1942).

The article describes experiments conducted at the Barlow Sanatorium, Los Angeles. Smears of sputum from positive patients were deposited on pages of books and magazines and stored and tested under varying conditions of light and temperature over varying periods. The chief findings are contained in the following extracts [*Italics are ours.*—Editor, S.A.L.] :—

"Positive patients may contaminate the books and magazines they read by means of spray from the mouth and by contact with the hands or bed clothes. . . . Hands may be contaminated from the mouth, from mouth wipes or handkerchiefs, and, in some cases, through the habit of thumb or finger wetting (in the mouth) to facilitate turning the pages. . . . Tubercle bacilli already dry when deposited in books should be readily detached and available for recovery by the subsequent reader. Moist deposits that dry on the paper, however, because of the glue-like nature of dried sputum, are probably quite tenacious. The proportion stirred up into dust when the pages are turned by a subsequent reader or that adhering to hands or bed clothing is probably small. In turn, a more or less small part of the dust will be breathed in and of the contaminating bacilli conveyed to the mouth by hands, food, etc. *The thumb-wetter must reap a considerably larger harvest as moisture-loosened samples are conveyed directly from each page to the mouth.* . . .

That contaminated books and magazines really cause tuberculosis is, of course, not certainly known. Lacking proof, they must be considered possible sources of infection. They are possible sources of infection for periods varying from two weeks to four or five months. In most cases, however, the danger period should be less than a month and probably not more than two or three weeks. During this time, I believe such books ought not to be read by non-tuberculous persons, including student nurses and sanatorium staff members. To be completely consistent, they perhaps ought not even to be read by negative patients. Except as prescribed below, sanatorium patients should not be allowed to read and return books loaned by outside persons or libraries. Likewise, in general hospitals, books and magazines issued to tuberculosis wards and rooms should be segregated and not made available to the other patients. By the same token and with the same exceptions, *it appears improper for a sanatorium library to be a part of a general circulating library system.*

Sterilization of books is, as far as I know, impractical. Dry or moist heat as well as chemical agents penetrate the pages with difficulty while they damage bindings and paper. The effective use of ultraviolet lamps or sunshine would require the methodical exposure of each page. As indicated above, there is a simple and effective method for rendering contaminated books non-infectious. That is *quarantine.*

I believe a storage period of one month should in most, if not all, cases be sufficient. . . . Books used by the more strongly positive patients might well be segregated into a special group and given more time for good luck. A period of five months ought to insure complete safety in any case. . . .

In general they [tubercle bacilli] lived about as long on paper as on glass. They lived as long on printed as on blank paper. One type of paper [bond] was definitely inhibitory to the bacilli.

The period of recoverability was longer when the dose deposited was larger and during the winter season when average temperature and relative humidity were lowest."

In the *Natal Mercury* of 21. December 1943 a reader suggests that the Medical Officer of Health be given the power to close circulating libraries in the event of an epidemic of influenza, on the plea that books handled by patients in the sick room are definitely carriers of germs.

Universal Jewish Encyclopedia. In *Jewish affairs* (Johannesburg) 3 (6) 8, Nov. 1943, Mr. J. S. Judelowitz drew attention to the inaccurate and misleading article on South African Jewry which appears in v. 9 of this encyclopaedia. The matter is taken up again in *Jewish affairs* 4 (5) 12, Oct. 1944: "Some months ago we received a letter from the Executive and Literary Editor of the *Encyclopedia*, explaining at length the circumstances under which the article in question was compiled. He pointed out that the editors had made very special efforts to get accurate information regarding South African Jewry, but that owing to war-time conditions and other unavoidable factors some errors did creep in which they very much regretted. We have since been informed by the South African representative of the *Encyclopedia* that, as a result of the criticism, it is intended to issue a new edition of Volume 9 in which the article on South Africa will be revised and that all subscribers to the *Encyclopedia* will receive this volume gratis."

TEXTILE LITERATURE

MR. Woolf Harris, of the Waverley Woollen Mills, Cape Town, and the Standard Woollen Mills, Harrismith, has made a donation of £1,000 for the purchase of books dealing with textiles. The object is to allow of the holding of lectures for the members of the woollen and cotton mills and the access to suitable books.

Of this sum £300 will be used for the immediate purchase of books and the rest will be invested in the name of the Carnegie Library, Harrismith, which will use the interest for further purchases from time to time. The books will be housed in a special room next door to the Library.

(*Natal mercury*, 30. September 1944).

ONREG AAN EMILE AUGIER

NA die naam van Emile Augier (1820-1889) sal 'n mens tevergeefs soek in Nienaber se *Bibliografie van Afrikaanse boeke*. En tog is daar reeds in 1919 deur die Nasionale Pers 'n vertaling van sy meesterstuk, *Die Skoonseun van Meneer Poirier*, deur D. F. Malherbe, uitgegee.

Die onreg aan hierdie beroemde Franse dramaturg is die gevolg van 'n katalogiseringsfout wat waarskynlik ingesluip het omdat hy hierdie werk in samewerking met sy minder-bekende landgenoot, Jules Sandeau—origens slegs 'n middelmatige romanskrywer—geskryf het. Ongelukkig is Augier se voor naam nie op die titelblad van die Afrikaanse vertaling aangegee nie, met die gevolg dat sy van as 'n voor naam aangesien is. Nienaber gee dus die werk aan onder: Sandeau, Augier en Jules.

Hierdie inskrywing is des te meer misleidend, omdat dit algemeen aangeneem word dat Augier die leue-aandeel van die werk verrig het. Dit kom dan ook in sy versamelde werke voor. Verder verdien vermeld te word dat Augier, saam met Alexandre Dumas fils, beskou word as vernuer van die Franse drama in die tweede helfte van die neëntiende eeu—veral van die *comédie des mœurs*. Augier het dit selfs so ver gebring as lid van die *Académie française*, 'n ere-posisie wat slegs die mees uitstaande Franse skrywers te beurt geval het.

DIRK L. EHLERS,
(Universiteitsbiblioteek, Stellenbosch)

(Moet die „onreg” nie eerder op die rekening gesit word van die uitgewer—of die vertaler—

wat die titelblad so slordig saamgestel het, as van die bibliograaf?—Red.).

Government Publications. A propos of Mr. Lewin's talk to the Southern Transvaal Branch of the S.A.L.A. last year (cf. *S.A.L.* 11 : 56, Jan. 1944) *The Star* of 16. February, p. 5, gives an illuminating article on the value to the ordinary citizen of many official publications, and endorses Mr. Lewin's plea for wider publicity for them.

Warner, Alan. About books : some notes on books and reading for the English student and the general reader. Grahamstown : Grocott & Sherry, printers. [1943]. 30p. paper. 1s. 3d.

The author is lecturer in English at Rhodes University College. After a very brief introduction explaining the main principles of the Dewey classification, and the use of the *Britannica* and a few other reference books, the major part of the booklet serves as an introductory guide to English literature. Sections are given on "method in reading" and "suggested starting points". There is "a note on modern literature", touching on tendencies and a few names. Brief reading lists—necessarily very brief and arbitrary, but useful to the debutant—are grouped under : Classics of English fiction, Selection of modern novels, Interesting non-fiction books, Drama, Literary criticism, Diaries, Journals and letters, General books of interest, Foreign classics in English translations, Some South African books.

It is a pity that a book about books, even if it is only a slender booklet, should violate one or two important tenets of good book production. Though the printer's imprint appears on the cover, no responsibility for publication is indicated ; no date appears anywhere in the booklet, and the contents list bears section numbers only, no pages.

E. H.

AUSTRALIAN BOOK PLAN

THE following account of a publishing plan made by the Australian Government is sent to us by the Australian News and Information Bureau :—

Thousands of books by Australian writers are to be issued in cheap editions under the direction of the Australian Commonwealth Literary Fund. They will be of all types from fiction to verse, and each title will come in editions of 25,000. Reasons for this large-scale Government entry into publishing are several. Paper and manpower shortages in Australia during nearly five years of war have caused many books of outstanding merit to go out of print. Virtual cessation of book

importing has caused public demand for local work to multiply many times. And the presence in Australia of thousands of United States troops with plenty of money and nothing to read has made the publication position still more difficult.

As a first instalment of reading matter the committee of the Commonwealth Literary Fund has chosen twenty-five books which are now out of print, and will issue a total of 625,000 copies at prices ranging from 1s. 3d. to 2s., according to size. . . .

(Extract from *The Times literary supplement*, 10. June 1944, p. 288).

TO CONTRIBUTORS TO SOUTH AFRICAN LIBRARIES

WILL contributors kindly bear in mind that MSS. should be typed, with double spacing, fair margins, and preferably on quarto sheets (10 x 8 in.). They should receive careful final revision before submission because alterations to type once set up are costly.

A SUBALTERN'S DIARY

THE South African Public Library has recently acquired the unpublished diary, in letter form, of a subaltern in one of the Guards regiments, who fought in the Boer War for the period from 1901 to the Vereninging peace. As a personal record of incident and adventure during that hectic time it is a most interesting and individualistic document, obviously written not for publication but for family consumption. Its raciness is agreeably flavoured by the essence of a genial tolerance that jests as lightly with the delinquencies of mess sergeants and the appalling smells of a troopship as it does with the difficulties of occupying conquered territory in which Boer commandos are still merrily active. Later on, when the young officer had to shoulder much more responsibility, and was in charge of outpost stations on the Natal-Free State border, his greater knowledge of the people and of the country is reflected in the more serious style of his comment, but he seems never to have lost his sense of humour or to have either despised or underrated his opponents. Indeed, a perusal of these confidential letters, which are well worth the attention of future historians, emphasizes the point that General Fuller made when he called the Anglo-Boer War the last of the gentlemen's wars.

While feeling ran high in certain quarters, the men who fought took the fight seriously while it was going on, but were ready enough to fraternize after it. Many incidents are recounted, from the writer's personal experience, of such friendly

forgathering, where intercourse had often to be in polyglot phrases, but was always made smooth by mutual respect and the ability to quaff a common drink. Even when the grim necessities of war, in that haste to achieve results quickly, brought about such things as farm-burning and the employment of "hands-uppers" as auxiliaries of the Imperial forces, this writer, at least, kept a cool head. He records frankly his opinion that farm-burning is a useless and mischievous method of conquest, and gives instances where reliance on the auxiliaries he had to use was entirely misplaced. His criticism of the fighting methods on both sides is sometimes amazingly candid; a proof, perhaps, of the laxity of the censorship in those days. Here and there he recounts a "good story you might like to hear, though I cannot vouch for its truth". Perhaps the best of them, which certainly does not appear in the official biography, is the tale of General Buller's champagne. There was much looting on the supply trains from Durban, and to forestall this the General directed that his cases of wine should be labelled "Castor Oil". When the vessel was due to arrive at Durban, instructions were sent to the Supply Officer to expedite castor oil supplies arriving by SS —, as the drug was urgently required. In due course the Supply Officer wired back: "SS — arrived without castor oil. Have however purchased all stocks of castor oil locally available, which is being forwarded as directed."

(Cape times, 17. Nov. 1944).

DIE BOEK AS KUNSWERK

VOOR die Vrystaatse tak van die S.-A. Biblioteekvereniging het prof. dr. W. J. Lütjeharms Vrydag-aand, 23. Okt. 1944, in die saal van die Hoër Skool Eunice die woord gevoer oor die kuns-aspek van die vervaardiging van boeke. Die lesing is geïllustreer met ligbeelde. 'n Groot aantal voorbeelde van boekdruk-kuns is op tafels uitgestal en ná afloop van die lesing met belangstelling besigtig onder toeligting deur prof. Lütjeharms. Die oudste daarvan was een uit sy eie biblioteek, 'n werk van Galenus in Latyn, wat in 1541 gedruk is en so ongeskonde gebly het dat die bladsye nie eens oopgesny was toe hy dit gekoop het nie.

Deur die voorsitter, prof. dr. W. Arndt, aan die woord gestel, het prof. Lütjeharms eers die geskiedenis en toe die tegniek van die druk-kuns in

breë trekke behandel. Die uitvinding van hierdie kuns word gewoonlik in 1440 gestel en die oudste drukke, tot 1500, word wiegedrukke of inkunabels genoem. Van hulle is die meeste nog in Gotiese letters, dikwels met die hand gekleur, veral wat betref die randversierings. Also is die Gutenberg-Bybel van 1456 vandag nog die mooiste boek wat ooit gedruk is. 'n Eksemplaar is in Amerika verkoop vir £21,000. Aangesien net 300 daarvan gedruk is, is hierdie Bybel buitengewoon seldsaam.

Die Romeinse letter is ingevoer in 1465, en het later veral deur toedoen van die geleerde Aldus Manutius die oorhand gekry oor die Gotiese, behalwe in Duitsland; terwyl die kursiewe letter in 1501 ingevoer is. Die ou drukkers het in hul

werke steeds vermeld dat hulle dit „tot eer van God” doen.

Nadat hy die sny en giet van letters en die moderne setmasjiene behandel het, het die spreker op die moderne tyd gekom. Die negentiende eeu was 'n tyd van insinking op tipografiese gebied, totdat in 1890 William Morris met 'n artistieke vernuwing gekom het. Sy betekenis vir die tipografie is soms oorskat, maar hy het tog 'n groot invloed uitgeoefen. Spreker bepaal hom verder by die tipografie in Holland en Suid-Afrika, waar

die werk van die groot Hollandse lettersnyers De Roos en Van Krimpen ook ingang gevind het. In Suid-Afrika gee die blote handel- of winssy nog te veel die deurslag by drukkers.

Pragtige werk is in Suid-Afrika gelewer deur die drukkerij in Morija in Basoetoland, en wat Afrikaanse boeke betref is die beste gelewer deur die Nasionale Pers in Kaapstad. 'n Aantal voorbeelde van goeie drukwerk van Afrikaanse boeke van verskillende uitgewers is vertoon en bespreek.

EXPOSTULATORY VERSE ON PEOPLE WHO SCRIBBLE IN LIBRARY BOOKS

SOME "wretch whose natural gifts are poor" has had,
From out the Cape Town Public Library,
Professor Bradley's learned book about
The Substance of Shakespearian Tragedy.

This wretch, with wretched pen, most wretchedly
Hath marked some pages, just as if the book
Were his, forgetting that some of those things
Which he deems worthy of his careless point,
By other (and more learned) minds may not
Be thought deserving of e'en such poor strokes
And wanton scrawls and marks impostumal.

Who's he that is so egoisticall?
Who's he that thinks *we* must be edified
By his poor scribblings in the "margent"? Why,
Hamlet himself called for his tables, so
That he might set it down that "one may smile
And smile and be a villain"! So, I ween,
He smiles that made these horrid blemishes
In Bradley's noble borders.

Let him buy
A notebook for himself, and show respect
To public properties.

W. E. RANBY

Sunday Morning (after Church)

Camps Bay. Public Library. At a social gathering on 7. Dec. 1944 a cheque was handed to Mr. and Mrs. W. A. Way in recognition of their long service to the

Library. They retired recently after serving jointly as librarian and secretary for 30 years. (*Cape times*, 8 Dec. 1944).

SCHOOL AND CHILDREN'S LIBRARY SECTION

South African Library Association, Transvaal Branch

Vol. 5

January 1945

No. 3

CHILDREN'S BOOKS OF THE YEAR

L. E. TAYLOR¹

PICTURE BOOKS AND EASY BOOKS FOR LITTLE CHILDREN

- Buck, Pearl.** The Chinese children next door. Methuen. *The story of a Chinese mother and father who badly wanted a little boy, and of the six little daughters who arrived first.* 7. 6
- Englefield, Cicely.** Sara Squirrel's ready-made house. Murray. *A very simple little story on a familiar theme, of the squirrel who was too lazy to prepare her own nest. The book has very attractive coloured illustrations.* 3. 6
- Fables from Aesop and others,** illus. by Arnrid Johnston. Transatlantic Arts. *A collection of some of the best-known fables, with particularly fine illustrations.* 8. 6
- Friedlaender, Helen.** Algernon. Dent. *Algernon was the youngest of four colts, and his master the youngest child of a family of four. The story is very slight, but the illustrations are delightful.* 6. 0
- Hale, Kathleen.** Henrietta, the faithful hen. Transatlantic Arts. *Henrietta distinguishes herself by discovering a buried Roman city. This is an out-size in picture books, by the author and illustrator of the famous Orlando books.* 8. 6
- Kiddell-Monroe, Joan.** Ingulabi. Nicholson and Watson. *Ingulabi was a little bush pig. This book is that rare thing, an English picture book with a South African setting.* 6. 6
- Lathrop, Dorothy L.** The colt from Moon Mountain. Harrap. *A particularly delightful story about a little girl and a baby unicorn.* 5. 0
- Mais, S. P. B. and Ormrod, F.** A book of food. Transatlantic Arts. *Very simple descriptions of basic foods, how they are grown, and how they are manufactured.* 4. 6
- Spaander, Loes.** The magic scissors. Edmund Ward. *A brightly-illustrated story about a little Chinese boy who discovered that riches do not necessarily make for happiness.* 3. 6
- Stebbing, Hilary.** Maggie, the streamlined taxi. Transatlantic Arts. *The illustrations are the best part of this simple little story about a London taxi, its driver, and the cat who has made the taxi her home.* 5. 0

FOR SLIGHTLY OLDER CHILDREN

- Krilov, Ivan.** Fables from Russia. O.U.P. *Translations of simple fables by a distinguished Russian author.* 2. 0

- Ross, Diana.** Nursery tales. Faber. *These stories would be particularly good for reading aloud, or for telling to a group of children, as they were originally written for broadcasting.* 4. 6
- St. Vincent, Isobel.** The adventures of Henry Penn. Harrap. *Henry Penn was a penguin, and his adventures are humorous as well as exciting.* 6. 0
- Strachey, Richard.** Little Reuben stories. Transatlantic Arts. *Little Reuben and his sister have a number of adventures with the magic orange pip, the Key family, and other such fantastic creatures. Humorous stories with gay pictures.* 5. 0

SOME FAIRY TALES

- Duvoisin, R.** The three sneezes. Muller. *A collection of traditional folk-tales from Switzerland.* 6. 0
- Erben, E. J.** Folk and fairy tales from Czechoslovakia. Gawthorn. *In this collection, as in the collection of stories from Switzerland, a number of unusual stories appear, which are not commonly found in other collections of folk-tales.* 7. 6
- O'Faolain, Eileen.** Miss Pennyfeather and the pooka. Browne and Nolan. *A modern fairy tale from Ireland, about a magic horse which escaped from fairy land and got a job in a livery stable.* 7. 6
- Ross, Diana.** The wild cherry. Faber. *Unusual fairy tales for the older child.* 5. 0
- Travers, P. L.** Mary Poppins opens the door. P. Davies. *This, the third book about the eccentric fairy nurse-maid, is well up to the standard of the two earlier books.* 8. 6
- Uttley, Alison.** Cuckoo cherry-tree. Faber. *These charming little stories, with the authentic folk-tale flavour, are as good as everything which this writer gives us.* 5. 0

BOOKS FOR OLDER CHILDREN

Non-fiction

- Doorly, Eleanor.** The story of France. Cape. *A brief history of France, from the times of the early cave-painters to the present day. The treatment is necessarily brief, and the book gives the impression that the author has tried to cram too much material into too small a compass, but it is none the less a useful addition to the school or children's library.* 8. 6
- Fry, Jane, and Maxwell.** Architecture for children. Allen and Unwin. *A very clear, well-illustrated introduction to the principles of architecture, with helpful sections on town planning.* 7. 6

¹ A list prepared for the Annual General Meeting of the School and Children's Library Section, Southern Transvaal Branch, Wednesday, 15. November 1944.

Goodrick, E. M. Fun for one. Nelson. *A book of hobbies, games, and crafts for the solitary child. Clear instructions are given, and most of the crafts call for the use of simple materials which are easily available.*

Morrell, M. McBride. When the world was young. Harrap. *An interesting account of the early days of the world and of the story of evolution. The illustrations and charts are excellent.*

Waldeck, T. J. The white panther. Harrap. *The story of a panther in the forests of British Guiana. A good example of the animal story with an authentic background.*

White, Anne Terry. Lost worlds. Harrap. *Accounts of some of the major archaeological discoveries of recent years.*

Fiction

Atkinson, M. E. The monster of Widgeon Wier. Lane. *A further adventure of the Lockett family.*

Baker, Barbara. The three rings. Hogarth. *Three children, whose home is in Borneo, discover magic rings which enable them to turn into animals and to share in the life of the jungle. The story reads rather as if it had first been told aloud to a group of children and should have great appeal.*

De la Mare, Walter. The magic jacket. Faber. — The old lion. Faber. *These two collections of four stories each, though not new, present delightful old favourites in a very pleasant dress. each*

Donahay, Mary Dickerson. Apple Pie Inn. Cape. *A pleasant tale of American life, in which the child from the city finds that there is great fun to be had from being poor and working hard.*

Hatch, Robert W. All aboard the "Whale"! Cape. *The "Whale" is a very old tug, and three*

children get a job as its crew for one summer. Improbable and humorous adventures ensue, which are not meant to be taken seriously.

Lynch, Patricia. Long Ears. Dent. *This delightful book tells of the early adventures of the turf-cutter's donkey.*

Mann, Erika. A gang of ten. Secker and Warburg. *A straightforward adventure story for children, valuable for its very interesting background of a large, modern co-educational school in the United States.*

Mitchell, Isla. The beginning was a Dutchman. Faber. *The "Dutchman" was a Dutch fishing boat, and its purchase led to a series of adventures in which two children and their parents took part.*

Molony, Alice. Lion's Crouch. Faber. *A wartime adventure story with all the ingredients of spies and enemy agents necessary to such a plot. One of the chief charms of the book is the dog who plays a great part in the final discomfiture of the enemy.*

O'Hara, Mary. My friend Flicka. Eyre and Spottiswoode. *Perhaps the best children's book of the year. A delicate and sensitive story of a little boy and his horse.*

Pitt, Frances. Betty. Country Life. *While this author is, perhaps, better when dealing with true accounts of animals she has known and observed, this story of a child on a farm introduces much of the careful observation of nature which we expect from Miss Pitt.*

Ramal, Elisabeth. Timothy. Faber. *A slight story, which tells the adventures of a solitary little boy during one day in the woods.*

Van Stockum, Hilda. Pegeen. Muller. *A charming tale of a little Irish girl and what happened to her when she made her first contacts with other children.*

AFRIKAANSE KINDERBOEKE 1944

H. P. MULDER¹

Du Plessis, Jeanne. Rinkelinkies in Rinkelinkland. Kaapstad : Nasionale Pers. *Die Rinkelinkies lewe baie gelukkig totdat 'n reus die rus kom versteur om hulle rykdom in hande te kry. Deur saam te werk slaag hulle daarin om die reus uit hul land te dryf sodat hulle weer gelukkig kan lewe. (8-10 jaar).*

Latsky, Lulu. Muisie en Kriek. Kaapstad : Nasionale Pers. *Op die beginsel van die leeu en die muis verhaaltjie vind ons hier die muis en die kriek wat mekaar se lewens red. Die leefwyse van die kriek word pragtig verhaal in die boekie. Die boek is pragtig geïllustreer en die kleinspan sal dit baie geniet. (6-8 jaar).*

— Rollie gered. Kaapstad : Nasionale Pers. *In hierdie verhaal word die ervaringe van 'n rolvarkie wat uit sy hok ontsnap het op boeiende*

wyse weergegee. Die kleinspan sal van al die gevegte hou asook van die speletjie aan die einde van die verhaal. (6-8 jaar).

Lochner, Helene. Pannekoekland. Kaapstad : Nasionale Pers. *'n Fantastiese werkjie deur ons bekende fantasieerike skryfster vir die kleinspan. Die boekie is in groot druk maklik om te lees. (8-10 jaar).*

Nel, Jeanette. Klein trekboertjies. Kaapstad : Nasionale Pers. *Hierdie boekie het uitstekende beskrywinge van die lewe van die trekkers in die Noordweste. Dit is pragtig versier met tekeninge van Dr. Meiring. Groot en klein sal die boekie baie geniet. (8-10 jaar).*

VIR OUER KINDERS

Blakemore, Stella. Maasdorp se drie musketiers. Pretoria : Van Schaik. *By die meisies wat alreeds met die skryfster kennis gemaak het is dit nie nodig om die boek aan te beveel nie. In hierdie sesde Maasdorp-boek word die ervaringe van Maasdorp-kosgangers pragtig beskryf. (13-16 jaar).*

¹Voorgedra op die Jaarvergadering van die Afdeling Skool- en Kinderbiblioteke van die Suid-Transvaalse Tak van die S.A.B.V. in die Openbare Biblioteek, Johannesburg, op 15 November 1944.

Groenewald, C. J. Die grys adelaar. Kaapstad : Nasionale Pers. Die verhaal van 'n man wat kon vlieg sal met graagte deur honderde kinders gelees word. Die boek is mooi en netjies gedruk. (9-12 jaar).

Koch, H. F. Kaskenades en wederwaardighede. Kaapstad : Nasionale Pers. Hierdie boek bevat 'n reeks van 15 verhaaltjies wat volgens die skrywer stiptelik waar is. Die boek is uitstekend gedruk maar ongelukkig is die taal en styl nie geskik vir die kind nie. Die groter kinders sal egter die boek baie geniet. (12-14 jaar).

Mocke, Annette. Die gemaskerde ruiter. Johannesburg : Voortrekkerpers. Die boek handel oor die Anglo-Boere-oorlog en hoe die gemaskerde ruiter elke keer op die regte tydstip sy dade verrig. Die betydsheid daarvan val reg in die smaak van die seuns 12-15 jaar. Die taal is uitstekend en die verteltrant lewendig. Die skryfster laat ons smag na nog meer van haar boeke. (12-15 jaar).

Nel, Jeanette. Twee onnutte op Papkuilsfontein.

Kaapstad : Nasionale Pers. Dit is 'n stewig gedrukte werk oor die kaskenades van twee stadskinders op die plaas. Die boek bevat pragtige illustrasies en sal baie geniet word. (9-12 jaar).

Theunissen, M. H. Raaiselkind. Kaapstad : Unie-Volkspers. Die boek bevat drie taamlike lang verhaale oor die lotgevalle van 'n „wonderseun”. Die verteltrant is goed en die verhaal sal geniet word. Die boek is stewig gedruk, gebind en geïllustreer. (10-14 jaar).

Van Pletzen, J. Sauer. In Mosoes se dae. Kaapstad : Unie-Volkspers. In hierdie boek vind ons geen kuns- en stylbeperkinge nie. Die skrywer het egter pragtig daarin geslaag om die bomenslike elemente so uit te bring dat die „comics” en die Super-idee vër in die skaduwee gestel word. Seuns lees die boek met groot graagte asook die meisies wat enigsins lewendig en uithuisig van natuur is. Hulle gee nie om as die heldin in die moeilikheid kom nie want die held is feitlik onfeilbaar en sal haar betyds kom red. (13-16 jaar).

THE SCHOOL AND THE LIBRARY

A CORRESPONDENT writes : When shopping I frequently give as my postal address : “University Library”. It is astonishing how many assistants look at me blankly as though they have never heard of either a university or a library, and are quite unable to spell either. “Library” seems to be the greater stumbling block. Is it not a serious reflection on our schools that a library, which in one form or another is the foundation of all intellectually healthy life, should be a concept comple-

tely foreign to the mind of so many of the young people who come from them ? And the shop assistants must be a fair cross-section of the pupils leaving school before matriculating.

“Education is not concerned with childhood alone. I am in my eighty-eighth year, and have still much to learn even within my own very limited capacity.” (George Bernard Shaw, in *Everybody's political what's what*. Constable, 1944, p. 177).

DISCUSSION CORNER

Instruction in the use of the library. Mr. Robinson's article in the October number of *South African libraries* on “Library instruction for university students” focuses attention once more on the platitude that much elementary instruction would be unnecessary at the university if students were trained to use a library at school—as they could and should. We hear a great deal said about the immaturity of first-year students, and their inability to bridge the gap between school and university methods of teaching and to settle down to independent study. Surely the obvious need is for better school libraries and more well-informed encouragement and guidance in their use. For pupils not going on to university this introduction to books and libraries is even more important, for their further intellectual growth will depend entirely on independent study or unguided reading, whether their books be obtained from a public library or from private sources or both.

There is a vast literature on the principles, methods, and effectiveness of “instruction in the use of books and libraries”. As yet there is no general agreement on the best methods to achieve the desired end, and much experimenting has been and is being done in oversea schools and junior libraries. Obviously a well-selected and well-organized library, in charge of a librarian who is a knower and lover of books, is the prime essential in making pupils book-conscious. But it is generally agreed that some activity more deliberately directed towards interpreting the contents of the library is required.

Would not some of our teacher-librarians let us have their opinions and tell us of their personal experiences and observations in this connexion ? It would be particularly interesting to hear from teachers who have followed courses in library work at a university or training college.

“UNIVERSITY LIBRARIAN”

REPORT OF THE SECRETARIES FOR 1943-44

AFTER the Annual General Meeting in September 1943, the Section's year began in October with a meeting held at Parktown High School for Girls. This meeting was a symposium on school library work by representatives of eight high schools. It revealed a high level of library efficiency in many schools and showed that both teachers and pupils were exercising considerable care and much original thought in the organizing and administration of their libraries. Some schools were better acquainted with modern library methods than others, and the need of improved technical knowledge to combine with bibliographical enthusiasm was often apparent. Every opportunity was given for discussion and the interchange of ideas.

The next two meetings were held at Johannesburg Public Library, in February 1944 and June 1944 respectively. At the first Miss P. M. Speight spoke on "The Profession of librarianship" and at the second Mr. B. N. Swemmer spoke on "The Principal and the school library", making an appeal for greater interest and help from principals for the libraries in their schools. Miss Speight's talk has been printed in *South African libraries* 12: 21-22, 47-48, Jul., Oct. 1944, and Mr. Swemmer's appeared in 12: 45-46, Oct. 1944.

In September there was a well-attended joint meeting with the Southern Transvaal Branch at Johannesburg Public Library. Mrs. F. C. Wilmer, Librarian of the U.S. Office of War Information, read a paper on "American libraries at the crossroads" in which she discussed the government and future policy of libraries in America with special reference to school and children's libraries. Her paper appears in this number.

The Committee has met four times during the year. The members of the Committee were as follows: Miss L. E. Taylor (Chairman); Miss M. H. Hanna (Vice-Chairman); Miss D. M. Turner and Miss M. E. Green (Joint Hon. Secretaries); Miss V. Driver; Miss D. Langley; Miss P. M. Speight; Miss E. Hartmann (Branch Nominee); Miss I. Jackson (Branch Nominee).

The main items of business transacted by the Committee were (1) Programme of general meetings for the year, and (2) Constitutional position of the Section. The second matter arose out of the division of the Transvaal Branch of the South African Library Association into "Pretoria and Northern Transvaal Branch" and "Southern Transvaal Branch". This Section had previously been attached to the Transvaal Branch and is now a Section of the Southern Transvaal Branch. A new Constitution has been drawn up and approved by the Committee of the Southern Transvaal Branch. It incorporates one or two minor changes as well as the change of name. It is to be noted that the Branch will no longer pay the Section the 6d. per head per annum which was previously paid for all members of the S.A.L.A. who joined the Section, but the members will each pay 1s. per annum subscription themselves. Teachers and other non-members of the S.A.L.A. continue to pay 2s. 6d. subscription as before, but no portion of this is now deducted to be paid as a levy to the Branch.

It has been agreed that we should co-operate with the School and Children's Library Section of the Pretoria and Northern Transvaal Branch as far as possible. Both Sections will contribute to *South African libraries*

and share the cost of the Reprint which is sent to all teacher members.

In handing over to the new Committee we wish them every success in promoting the work of this Section during the coming year.

M. E. GREEN,
D. M. TURNER,
Joint Hon. Secretaries.

Die Pers en die Skoolbiblioteke. *Die Vaderland* van 25 Augustus wy 'n lang artikel aan *Ons tekort aan goeie skoolbiblioteke*. O.a. lui dit: "Kensketsend van die materialistiese lewensbeskouing wat al hoe meer by ons posvat, is dat baie van ons skole verrigtinge organiseer om geld in te samel om die skoolterrein uit te lê en te verfraai, terwyl die skoolbiblioteke bestaan uit 'n paar verflenterde boeke weggestop in 'n lendelam kas! . . . Ons weet dat die owerheid fondse beskikbaar stel vir die aankoop van boeke op die £-vir-£ stelsel. Onder so 'n stelsel ontvang egter weer net die kinders van ryk ouers enigins hulle regmatige deel, terwyl die outjies met swak-bedeelde ouers maar kan fluit en toesien. . . . Huisvesting vir die boeke, met leessale wat die kinders werklik soheentoe sal lok, is net so onmisbaar soos sopkombuise. . . . Desnoods kan 'n deel van die nuttelose papierplakkerij op skool vervang word deur die kinders self te laat help om die boeke te herstel. 'n Stap in die regte rigting was byvoorbeeld die instelling van leergange in boekbindery vir onderwysers. . . . 'n Gebrek in die stelsel van opleiding vir onderwysers en onderwyseresse is dat daar nie voldoende voorsiening gemaak word vir die afrigting van die leerkrigte in die wêreld van die boek in die opsig dat hulle leer om geskikte boeke uit te soek vir die verskillende lewenstye van die kind nie. Met die gevolg dat daar werklik min onderwysers is wat in staat is om vir 'n bepaalde kind 'n bepaalde reeks boeke te gaan uitsoek."

Vgl. ook „Ons verwaarloosde skoolboekerye" in *Die Huisgenoot*, 29 (1174) 3, 22 Sep. 1944.

'n Interessante artikel wat by bostaande aansluit verskyn in die tydskrif *Bookbinding and book-production*, 39 (6) 33, Jun. 1944 (Bell, W. S. "Bookbinding as citizenship training"). Die skrywer vertel dat boekbindery 'n gereelde leervak aan die Paul Hoffman Junior-Hoërskool in New York is. Behalwe dat die leergang eerbied vir die boek aankweek, word voorgedat dit ook goeie burgerskap bevorder. Bindwerk wat verrig word sorteer in twee groepe: (a) persoonlike en (b) gemeentelike. Voorwerpe wat die skolier onder (a) vervaardig mag hy self behou, b.v. losbladomslae vir aantekeninge, skrifomslae, sakboekomslae, nuwe omslae vir verslete boeke wat die skolier van die huis bring, ens. Onder (b) val die inbind van verslete leerboeke, montering van landkaarte en prente, inbind van tydskrifte, ens. vir algemene skoolgebruik. Die skolier werk om die beurt aan voorwerpe onder (a) en (b). Dit word beweer dat die burgerskapsin verder bevorder word deur die gesamentlike werk in die werkswinkel. Die seuns leer mekaar om die gereedskap te gebruik, hulle moet veiligheidsmaatreëls in ag neem, hulle moet metodies en sonder onnodige gedraai werk opdat hulle hul medeskoliere nie onnodig steur of in die pad loop nie.